

FACTORS AFFECTING TRAINING TRANSFER BY PRI MEMBERS AND THE RESULTANT TRAINING OUTCOME

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ABSTRACT

The study was conducted with a view to delineate the factors affecting training transfer by PRI members and the resultant training outcome. A purposive cum random sampling technique was followed for selection of total 120 numbers (nos.) of respondents. Only 2 districts namely Jorhat and Golaghat were selected for the study. The findings of this study revealed that “peer support” (WMS = 4.67) and “Strategic link” (WMS = 4.67), followed by “Supervisor support” (WMS = 4.64) and “General work environment” (WMS = 4.64) were considered to be major factors of training transfer and “Community participation under Swachh Bharat Abhijan reduces open defecation” (WMS = 4.68), “Providing KCC results in easy credit flow” (WMS = 4.65) followed by “role played by GP in increasing livestock production and management” (WMS = 4.63) were considered to be the major training outcome of the training programmes.

KEYWORDS: Training Transfer, Training Outcome, Extension Training Centre & PRI

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INTRODUCTION

Background and Objectives

Training is a planned effort to improve the performance efficiency and effectiveness of members of an organization. The performance improvement may be effected through planned learning and transfer of such learnt knowledge, skills and attitude to work place. Training transfer is the degree to which individuals effectively apply the knowledge, skills and attitude (KSAs) gained from training to job situation and maintains such KSAs over a certain period of time.

Transfer of KSAs is more pertinent than the effectiveness of training. Training transfer is the critical point from where the organizational effectiveness is influenced by training effectiveness. Training transfer in HRD's perspectives represents transforming learning into individual performance. However, training transfer does not just occur. It needs carefully formulated and implemented strategies. Training transfer, though, highly desirable outcome of any training programme has widely been reported as a deficit. The main reason being most training programmes fail to inculcate 'training transfer' intent in trainees.

Resources and Methods

The present study was conducted in two districts namely Jorhat and Golaghat of Assam. The district Jorhat and Golaghat were selected purposively since ETC, Jorhat has been regularly conducting training programme mainly in these two districts. From every district, 4 nos. of development blocks i.e. 8 nos. of development blocks were selected randomly for the study. From 8 numbers of development block, 30 numbers President of Gaon Panchayat,

15 nos. Member of Anchalik Panchayat and 15 nos. of Member of Gaon Panchayat were selected randomly for the study. Finally, total 120 nos. of respondents were randomly selected for the study.

The variable was measured with the help of schedule developed for the study. There were 15 statements covering different aspect about training transfer of members of PRIs. There were 7 factors which were categorized with the help of expert opinion and also after pilot testing in the non-sampled area. These 7 factors were considered as the most important factors of training transfer. A five point continuum representing 'strongly agree', 'agree' 'undecided', 'disagree' and 'strongly disagree' with the scores 5, 4, 3, 2, 1 respectively was specifically spelt out for the statements. Weighted Mean Score (WMS) was used to find out the extent training transfer of each statement by the members of PRI. The total rank scored for each statement was obtained by multiplying the frequency of statement with the respective weightage and adding them up. Then, the mean score of each of the statement were found out along with their respective rank.

The extent of resultant training outcome was measured with a scale having fourteen (14) items for the training programmes and considering three items as internal outcome and other eleven (11) items as external outcome, which was administered to the respondents on a five point continuum i.e. 'strongly agree', 'agree' 'undecided', 'disagree' and 'strongly disagree' with the scores 5, 4, 3, 2, 1 respectively.

Weighted Mean Score (WMS) was used to find out the intensity of training outcome. The total rank scored for each item was obtained by multiplying the frequency of items with the respective weightage and adding them up. Then, the mean score of each of the items were found out along with their respective rank.

OBSERVATIONS AND ANALYSIS

It is evident from the findings of table 1 that 'peer support' (4.67) and 'strategic link' (4.67) were considered to be major factors of training transfer by the PRI members and both of them were ranked as 'first' by the respondents. The factor under "peer support (Appreciation in applying the knowledge and skill acquired during training)" (4.65) was ranked as 'second', followed by "supervisor support" (4.64) and "general work environment" (4.64) which were ranked as 'third' by the respondents.

Table 1: Factors Affecting Training Transfer by PRI Members

| Sl. No | Dimension | Transfer of Training | | | | | | | | | | WM S | RAN K |
|--------|---|----------------------|-------|----|-------|-----|-------|----|-------|-----|------|------|-------|
| | | SA | | A | | UD | | DA | | SDA | | | |
| | | f | % | f | % | f | % | f | % | f | % | | |
| | Motivation to Transfer | | | | | | | | | | | | |
| 1 | Self-motivation helps in applying the knowledge and skill acquired during ETC training programme at work place | 53 | 44.17 | 39 | 32.50 | 155 | 15.00 | 12 | 10.00 | 18 | 0.83 | 4.10 | X |
| 2 | Honest intension helps in applying training content at work place | 72 | 60.00 | 40 | 33.33 | 6 | 5.00 | 2 | 1.67 | - | - | 4.50 | VIII |
| | Personal Capacity to Transfer | | | | | | | | | | | | |
| 3 | Adequate time was available to transfer the knowledge and skill acquired at ETC training programme | 76 | 63.33 | 42 | 35.00 | 2 | 1.67 | - | - | - | - | 4.62 | V |
| 4 | Adequate resource (in terms of human, material and financial) were available to transfer the training knowledge and skill | 60 | 50.00 | 44 | 36.67 | 7 | 5.83 | 8 | 6.67 | 1 | 0.83 | 4.28 | IX |
| | Self-Efficacy | | | | | | | | | | | | |
| 5 | Having competency to complete any job assigned gives best satisfaction of superior | 72 | 60.00 | 48 | 40.00 | - | - | - | - | - | - | 4.60 | VII |

| | | | | | | | | | | | | | |
|---------------------------------|--|--------|-----------|--------|-----------|---|---|---|---|---|---|------|-----|
| 6 | When new task are assigned it inspirit | 7 5 | 62. 50 | 4 5 | 37. 50 | - | - | - | - | - | - | 4.63 | IV |
| Peer Support | | | | | | | | | | | | | |
| 7 | Encourage to attend training programme | 7 2 | 60. 00 | 4 8 | 40. 00 | - | - | - | - | - | - | 4.60 | VII |
| 8 | Takes care of job responsibilities during the tenure of training participation | 8 0 | 66. 67 | 4 0 | 33. 33 | - | - | - | - | - | - | 4.67 | I |
| 9 | Appreciate in applying the knowledge and skill acquired during training. | 7 8 | 65. 00 | 4 2 | 35. 00 | - | - | - | - | - | - | 4.65 | II |
| Supervisor Support | | | | | | | | | | | | | |
| 10 | Motivates to participate in training programme | 7 7 | 64. 17 | 4 3 | 35. 83 | - | - | - | - | - | - | 4.64 | III |
| 11 | Assigning other staff to take care of job responsibilities during the tenure of training programme | 7 7 | 64. 17 | 4 3 | 35. 83 | - | - | - | - | - | - | 4.64 | III |
| General work environment | | | | | | | | | | | | | |
| 12 | Employees have a shared understanding of what the organization is supposed to do | 7 7 | 64. 17 | 4 3 | 35. 83 | - | - | - | - | - | - | 4.64 | III |
| Strategic link | | | | | | | | | | | | | |
| 13 | Participate in ETC training programme to achieve the mandate | 7 3 | 60. 83 | 4 7 | 39. 17 | - | - | - | - | - | - | 4.61 | VI |
| 14 | Training induced job performance of representatives leading to improved institutional performance | 8 0 | 66. 67 | 4 0 | 33. 33 | - | - | - | - | - | - | 4.67 | I |
| 15 | Encourages the linkage of panchayat with other development organization | 7 3 | 60. 83 | 4 7 | 39. 17 | - | - | - | - | - | - | 4.61 | VI |

Organizational culture can be explained as shared values and beliefs that help individuals understand organisational functioning and thus provide them norms for behaviour in the organisation. The impact of organisational culture on training transfer is evident in a way that unless organisational culture is supportive towards experimentations and new ways of doing things, achieving training transfer for employees would be a difficult task to accomplish. While the factor under “peer support (Appreciation in applying the knowledge and skill acquired during training)” (4.65) was ranked as second. The study results revealed that from the factors taken in the study, peer support, strategic link, supervisor support and general work environment were the most significant. It is important for organizations to create environment that support the transfer of learning acquired during the training programme. This showed that trainees should feel that they will receive the support and feedback necessary regarding their performance from the organization, supervisor and co-workers in order to effectively transfer the training.

Data presented in the table 2 reveals highly positive results on outcomes of training programmes and provide strong evidence for the effectiveness of the ETC training programmes. Community participation under ‘Swachh Bharat Mission helps in reducing open defecation’ (4.68) and ‘Involvement of GP in livestock production and management increases nutritional status of the villagers’ (4.63). Both of these dimensions were ranked as ‘first’ and ‘third’ by the respondents respectively. MIS under MGNREGS improves decision making ability and communication of the members of PRI (4.68) which was ranked as first by the respondents.

A key outcome of the training programme was that implementation of “RKVY increases total production and reduces yield gap of important crops of the villages”(4.68) and “providing KCC results in easy credit flow to the rural farming community”(4.65) which were ranked as ‘first’ and ‘second’ by the respondents respectively.

Table 2: Resultant Training Outcome of Training Programme

| Sl. No | Dimension | Transfer of Training | | | | | | | | | | W MS | RAN K |
|--------|---|----------------------|-------|----|-------|----|-------|----|---|-----|---|------|-------|
| | | SA | | A | | UD | | DA | | SDA | | | |
| | | f | % | f | % | f | % | f | % | f | % | | |
| | Internal Outcome | | | | | | | | | | | | |
| 1 | Enhances record keeping skill | 59 | 49.17 | 37 | 30.83 | 24 | 20.00 | - | - | - | - | 4.29 | VIII |
| 2 | Improves financial and executive administration | 62 | 51.67 | 33 | 27.50 | 25 | 20.83 | - | - | - | - | 3.75 | X |
| 3 | Enhances business transaction connected with panchayat act. | 51 | 42.50 | 39 | 32.50 | 30 | 25.00 | - | - | - | - | 4.18 | IX |
| | External Outcome | | | | | | | | | | | | |
| 1 | MGNREGS training expand earning source of villagers | 73 | 60.83 | 47 | 39.17 | - | - | - | - | - | - | 4.61 | V |
| 2 | Financial assistance under IAY leads to improved household facilities | 73 | 60.83 | 47 | 39.17 | - | - | - | - | - | - | 4.61 | V |
| 3 | Involvement of GP in livestock production and management increases nutritional status of the villagers | 75 | 62.50 | 45 | 37.50 | - | - | - | - | - | - | 4.63 | III |
| 4 | Involvement of GP in implementing ICDS reduces the incidences of mortality, malnutrition and school dropout | 73 | 60.83 | 46 | 38.33 | 1 | 0.84 | - | - | - | - | 4.60 | VI |
| 5 | Community participation under Swachh Bharat Abhijan reduces open defecation. | 82 | 68.33 | 38 | 31.67 | - | - | - | - | - | - | 4.68 | I |
| 6 | MIS under MGNREGS improves decision making ability and communication | 73 | 60.83 | 47 | 39.17 | - | - | - | - | - | - | 4.68 | I |
| 7 | RKVY increases total production and yield gap of important crops | 73 | 60.83 | 47 | 39.17 | - | - | - | - | - | - | 4.68 | I |
| 8 | Providing KCC results in easy credit flow | 78 | 65.00 | 42 | 35.00 | - | - | - | - | - | - | 4.65 | II |
| 9 | NHM enhances production, nutritional security and household income | 72 | 60.00 | 47 | 39.17 | 1 | 0.83 | - | - | - | - | 4.59 | VII |
| 10 | PMGSY improves rural connectivity | 75 | 62.50 | 44 | 36.67 | 1 | 0.83 | - | - | - | - | 4.62 | IV |
| 11 | Enhances fish production | 71 | 59.17 | 49 | 40.83 | - | - | - | - | - | - | 4.59 | VII |

CONCLUSIONS

The overall result in this study indicated that respondents had favourable opinion towards ‘peer support’ (4.67) and ‘strategic link’ (4.67) of the training variables of transfer, as both of them were ranked ‘first’, followed by “supervisor support” (4.64) and “general work environment” (4.64), which were ranked as ‘third’ by the respondents.

This study also revealed that regarding extent of resultant outcome of the training, it reveals highly positive results on outcomes of training programmes and provide strong evidence for the effectiveness of the ETC training programmes. The research findings, in the table, indicated that there was a causal link between usefulness and knowledge gained with resultant transfer outcomes. The participants had favourable opinion towards usefulness of “community participation in Swachh Bharat Mission” and “role played by GP in increasing livestock production and management” were found to be linked with the outcome of training programs, as the community participation under Swachh Bharat Mission helps in reducing open defecation (4.68) and Involvement of GP in livestock production and management increases nutritional status of the villagers (4.63). Both of these dimensions were ranked as “first” and “third” by the respondents respectively.

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